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ABSTRACT

Faculty members in schools, colleges, and departments of education can and should be actively involved in research, teaching, and service. Research and service functions are as integral to the mission of the school of education as teaching, and should be scheduled with as much care and planning. In one school of education, a 5-year plan to integrate faculty research, service, and teaching assignments began with the design of a matrix for nonscheduled and scheduled workload, a reward system, and service and research assignment planning. The nonscheduled assignments, comprising 25 percent of the workload, typically consist of student advising, syllabus preparation, and committee work; scheduled assignments of teaching, research, and service make up 75 percent of the faculty workload. Professional Service Units and peer-rated merit increases are awarded for service to the profession. A program has been devised to identify local school district needs and to provide professional assistance through faculty liaisons. Research assignments are planned 1 year in advance. Appended are sample forms and guidelines for faculty service assignments and research activities, an explanation of the Professional Service Units, and proposed research activities. (FG)

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Faculty Involvement in Inservice Education--
Research and Service in a Teaching University

by

Donald J. Baden

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A Paper Presented to the
National Council of States on Inservice Education

Atlanta, Georgia

November 20, 1982

SP 021 941

Historically, faculty role expectations in universities have included involvement in teaching, research, and service. The members of this triumuerate have typically been given unequal emphasis contingent on university mission and expectation. A significant number of universities have chosen to emphasize research with a "publish or perish" mentality being created resulting in short shrift being given to teaching and service. Consequently reward structures in these universities have placed unequal emphasis on lists of publications in refereed journals as prerequisite for advancement.

A second set of universities, larger in number albeit smaller in reputation have chosen to become known as teaching universities in which research production has received less emphasis and service has often been ignored or misunderstood. Consequently, faculty in these institutions often publish rarely, engage in little scholarly activity, and see their role as teachers and little more.

It is the contention of this paper that neither of these traditions is appropriate to schools, colleges, and departments of education in universities, especially those of the "teaching" variety. This paper will provide a rationale for why these traditions need to be discarded, some suggestions for how this can be done and what will occur in the schools if a new approach is adopted by university faculty.

All faculty in schools of education can and, indeed, must be involved actively in research, teaching, and service. In order for a faculty member to be an effective teacher a significant portion of his/her time must be assigned to research and service. Without scholarly activity a person's teaching becomes stale and outdated. Without service, teaching becomes out of touch with reality. Without teaching, a faculty member loses his most effective outlet for sharing ideas.

The basic premise of this paper is that the purpose of a school of education is to improve the quality of education in the area it serves. This audience includes the students preparing to be teachers, the professionals serving the schools in the local geographic area and the larger audience of colleagues engaged in similar exercises throughout this country. A narrow focus on either research, service or teaching precludes the requisite involvement described above. A research focus may impact on fellow researchers and colleagues but will have little impact unless it infiltrates undergraduate instruction and is shared with practicing professionals. Likewise a role centered only on teaching grows stale as it lacks the necessary infusion of new ideas gleaned from scholarly activity or from interaction with teachers in the schools. Also as inappropriate is a narrow focus on service which lacks the theoretical base of research as the outlet of influencing future teachers in a pre-service program.

This author postulates that the truly professional school must engage itself and its human resources with equal zeal in all three areas of activity. Quality of education can be improved only as research is conducted, and shared; as service puts theory into practice; and as teaching blends theory and reality in classroom instruction.

This paper will present the efforts of a School of Education to move toward this vision. Included will be the design of this five year effort, the results to date and a description of the challenges still to be faced and the obstacles to be overcome.

Faculty Load and Scheduling:

Crucial to the conception of any program designed to increase and systematize the research and service function of a teaching faculty is the issue of faculty load/scheduling. Typically, a faculty member has been assigned a teaching

load of "X" classes while research and service are add-ons. Research becomes an assignment only if it is externally funded while service is seen as "what everyone is supposed to do."

It is the assumption of this paper that research and service functions of the faculty are as integral to the mission of a school of education as teaching and should be scheduled with as much care and planning.

In order to facilitate such an effort the concept of faculty load must be addressed. Faculty, traditionally, in addition to their teaching assignments are expected to serve on committees, advise students, be administrators, etc. Once a load policy is established, then faculty legitimately question how much these other activities are "worth?"

To resolve this issue, we have formulated the concept of scheduled and non-scheduled assignments. (See Attachment A.) A faculty member load is divided into four equal parts. Seventy-five percent of the load is scheduled for teaching, research, and service while the remaining 25 percent is designed as non-scheduled load. Normal advisement, syllabus preparation, and committee work would typically fall into this 25 percent slot. All scheduled activities (research, teaching, or service) are roughly equated to the teaching of one four credit hour course. Time equivalencies (i.e., 40 hours of contact time in a course) are guidelines but administrative judgement is required.

For assignments in research and service, faculty must submit and have approved by their chairs a plan for their scheduled assignment. (See Attachment B.)

Reward System

A second important, if not more important consideration is reward for activities other than teaching. While some institutions grant tenure or promotions based primarily on research productivity, teaching universities are

typically inconsistent in their reward structures. Teaching excellence is expected but assessed inadequately or infrequently. Research is encouraged but criteria for evaluation are nebulous. Service is expected but its measurement seems impossible.

At SIUE, two types of procedures are being used for rewarding service and research. For faculty engaged in service, immediate rewards are given in the form of Professional Service Units. Then PSU's are an attempt to quantify and equate a service activity to instruction. For each contact hour, a faculty member receives one PSU. The PSU can be cashed in as an equivalency to one scheduled assignment (40 PSU's = one scheduled assignment) or if dollars are available, for $25 per PSU. The dollars are typically paid off from support lines but can be paid as overload. (See Attachment C.)

Service is rewarded on a long term basis through the salary plan and the tenure and promotion plan. Various departments utilize different systems for identifying merit, a requisite in each salary increase. For example, the elementary education department requires each faculty member to develop a portfolio of materials documenting their activities in teaching, research, and service. Each faculty member is then rated in each of the areas by his peers. Additionally, each faculty member may assign his own set of priorities to the three areas and assign a percentage reflecting the level of priority of that area. Each area must be assigned a minimum of 20 percent. For example, Professor A may assign 60 percent teaching, 20 percent research, and 20 percent service while Professor B may show 40 percent service, 30 percent research, and 30 percent teaching. Peer ratings then are computed to determine the level of merit increase.

At the school level promotion and tenure decisions have also reflected the comparable importance of teaching, research, and service.

Building Service Programs

Service activities, if they are to meet the goal of contributing to school improvement, must meet several criteria. First, they must be planned in conjunction with the clientele they are designed to serve. This planning can take the form of a formal needs assessment or be the result of informal discussion. Secondly, activities should be of extended duration. While service is often provided in short term institute settings, inservice researchers have long identified the need for longer engagements if change in participant behavior is to occur. For example, in our scheduled assignment system, a person assigned to service as part of load would be engaged in the equivalent of 40 contact hours with the clientele she/he was serving.

In order to assist faculty in identifying sites and participants for such assignments, the Dean's Office has taken a proactive position designed to provide assistance for both professor and client. One program has assigned several faculty members to serve as liaisons with area schools. Their chief function as liaisons is to assist schools in identifying needs, planning programs, and providing assistance in developing assignments through the PACT program. (See Attachment D.) A handbook of programs of assistance is also given to all school districts.

Building Research Programs

In a teaching university where previous expectations for scholarly activity have been very low, any movement for increased activity must be carefully planned. Accordingly, in its initial phases, "research" has been defined very broadly to include numerous types of scholarly efforts. For example, scholarship has included time scheduled for faculty to do action research in a school; time to develop a proposal for external or, in some cases, internal funding; time to develop a paper for presentation at a national conference; or time to complete

a book for publication. These activities are quite idiosyncratic as different individuals are at different points in their development as "scholars."

Assignments scheduled for research/scholarly activity are evaluated at the end of each year by the chair and reviewed by the Dean. As this system has progressed, it has provided a more dependable data base for decisions on salary, promotion, and tenure.

Difficulties with the system have included faculty arguing that they could not plan their research activities in advance. The response to this position has been that spontaneous research is part of a faculty members non-scheduled load but that for an activity to be considered as one of the nine required assignments, it had to have prior planning.

Attachment A

Faculty Load Matrix

	25%	25%	25%	25%
Fall	Teaching	Teaching	Service	-Committee Work -Advisement-Masters &Undergraduate -Personal Research -Dept. Curriculum Development
Winter	Teaching	Teaching	Teaching	
Spring	Teaching	Teaching	Research	

Scheduled Assignments

Non Scheduled Assignments

ATTACHMENT B

GUIDELINES FOR PUBLIC SERVICE ASSIGNMENTS
SCHOOL OF EDUCATION
1981-82

In order to qualify as public service, an assignment should meet the following standards.

1. The assignment should be site specific as opposed to providing service at a number of locations for very brief periods (i.e., PTA presentations or workshops at many different schools).

2. The assignment should be for a specific period of time as opposed to being a response to whatever is requested during a year. The time for an assignment should roughly equate with the hours required for teaching one four credit hour course (40 contact hours plus preparation). The work may span several quarters but with the assignment being placed on a statistical report in only one quarter.

3. The assignment should have specific objectives and expected outcomes. The attached proposal form provides a rough outline of the information needed prior to the approval of an assignment.

4. Assignments will generally be planned well in advance rather than being fit in at the start of a quarter. Hopefully, all faculty involved in the process have a number of service activities that they would like time to do. This process attempts to document the work of the faculty member.

Process

1. Faculty members working with their chairs and in some cases with me included will submit a proposal for approval by the chair and the Dean.

2. I will contact schools or other appropriate agencies to let them know what services are available to them. Also, the schools may wish to identify services they need performed for them. My task is to match the resources and needs.

3. Once the matches are made the faculty member should contact the appropriate external official to work out specifics.

4. At the end of the activity the faculty member is to complete the attached report and submit it through their chairperson to the Dean's Office.

PROPOSAL FOR PUBLIC SERVICE ASSIGNMENT--1981-82

Faculty Member Name _____ Department _____

Rationale: (Background for request, previous interests, etc.)

Description (Objectives, activities, outcomes anticipated, time requirements, etc.)

Geographic Preference (if any--include other specific needs or comments)

Submitted by _____
Faculty Member

Approved by _____
Chairperson

Approved by _____
Dean

REPORT FOR PUBLIC SERVICE ASSIGNMENT--1981-82

Faculty Member _____ Department _____

Quarter _____

Description of assignment (expected and actual outcomes, time spent, objective and subjective evaluation).

Approved by _____
Chairperson

Approved by _____
Dean

3/81

SIUE Southern Illinois University at Edwardsville

School of Education
Office of Associate Dean

June 1, 1981

MEMO TO: ExComm

FROM: Don Baden

SUBJECT: Public Service Assignments, 1981-82

The following are brief descriptions of the public service assignment proposals received as of 5/18/81.

1. This assignment will focus on identifying key individuals in social agencies that interface with schools and to increase the accessibility to those individuals by faculty in the School. Outcomes will include a resource guide for faculty.

2. This assignment will involve the faculty member working with remedial readers in a specific school using the computer as an instructional tool. The outcomes will include an analysis of student reading achievement.

3. This assignment will involve the faculty member working with a St. Louis County School District in improving their language arts curricula.

4. This assignment will involve the faculty member working with a high school physical education faculty in evaluating their curricula in PE.

5. This assignment will involve the faculty member working with a small group of teachers in a district or several districts focusing on improving teacher response to classroom stress.

6. This assignment will involve the faculty member in the administrative preparation required for mounting the 1982 Summer Institute for Talented High School Students.

7. This assignment will involve the faculty member in activities designed to recruit students into both credit and non-credit courses in improving the coaching of soccer. The outcome will be a university sponsored clinic in this area.

8. This assignment will involve the faculty member in assisting a local school district in making fuller use of their micro computer. The direct outcome will be programs designed for use in the district.

Edwardsville, Illinois 62026

9. This assignment was designed for the faculty member to provide assistance to school districts who face attack from the militant rightwing in the community. Because of the uncertain nature of the demand, this proposal was modified into a research proposal by the faculty member.

10. This assignment consists of the faculty member providing assistance to the Illinois DMHDD in identifying state sites for placing developmentally disabled children. Outcomes include assistance in the development of a comprehensive plan for the State.

11. This assignment involves the faculty member in working with a kindergarten screening program in a local district. However, because the faculty member is on the school board in the district, the faculty member has been asked to identify another project site.

12. This presently incomplete assignment will involve the faculty member in a "cooperative study" effort in a local district. Information on the proposal is incomplete.

Additionally, approximately 10 faculty are assigned either as liaisons or to the Teacher Corps Project.

SCHOOL OF EDUCATION

PROPOSAL FOR RESEARCH/SCHOLARLY ACTIVITY ASSIGNMENT

FACULTY NAME _____ DEPARTMENT _____

1. Title/Topic of Proposed Activity _____

_____

2. Rationale for Activity (Background and importance of activity, previous personal interest, pertinent literature) (Limit to three citations, etc.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3. Description of Project (intent of project, procedures, expected outcomes)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4. Description of Anticipated Completed Product (book, published article, research report, study, document, etc.)

5. Projected Time Line for Activity

6. Describe Future Work Anticipated in Area of this Proposal (if any).

7. Funding Needed (If dollars available, what minimal support [$100-150] would you need.)

Submitted by _____
(Faculty Member)

Approved by _____
(Chair)

Research Assignment Proposals 1981-82

The following are brief descriptions of the research assignments proposals received as of 6/1/81.

1. This assignment will involve the faculty member in working with a grant from DAVTE focusing on studying the feasibility of establishing a vocational capstone program in the Metro-East area.
2. This assignment will result in the faculty member submitting a book for publication concerning the development of a model for assisting adults in personal growth in today's society.
3. This assignment will assess the impact of the use of a fingermath program or the computational skills of elementary age learning disabled children.
4. This assignment will test the hypothesis that teachers who are humanistic in pupil control ideology will be more effective than teachers who are custodial in pupil control ideology.
5. This assignment would result in continued research in the area of sexual performance with specific emphasis in the area of incest and assertive behavior in women and its relation to sexual performance.
6. This assignment will result in the development of a test designed to measure love. Included will be item development, scoring strategies, and assessment of test validity and reliability.
7. This assignment will systematically investigate ways of facilitating the development of concentration ability in clients of a life skills center.
8. This assignment will, when coupled with sabbatical research, result in the publication of a book dealing with assistance for supervisors of human service workers.

9. This assignment will result in completed revisions of several tests in psychology previously authored by the faculty member.

10. This assignment involves the faculty member in a study of the preferred descriptive names to use when describing the elderly in our society. This faculty also has an additional study involving the elderly.

In addition two faculty members have School of Education approved research proposals while eight faculty have approved Graduate School research proposals.

SCHOOL OF EDUCATION

PROPOSAL FOR RESEARCH/SCHOLARLY ACTIVITY ASSIGNMENT
1981-82

FACULTY NAME _____ DEPARTMENT Special Education

1. Title/Topic of Proposed Activity The use of fingermath to improve the computational skills of elementary age learning disabled children.

2. Rationale for Activity (Background and importance of activity, previous personal interest, pertinent literature) (Limit to three citations, etc.)
There is no apparent research in the use of fingermath with L.D. children. From a perceptual motor and learning theory point of view this approach makes a great deal of sense for L.D. children with computational difficulties. Great improvement has been noted with individual children who have been placed in a program stressing fingermath as a supplement to the math curriculum.

3. Description of Project (intent of project, procedures, expected outcomes)
The project will take on a fairly traditional research format. Two groups of 30 (hopefully) elementary age learning disabled children will be compared. Pre-test and post-test scores will be analyzed on mathematic skills following one year of intervention with the experimental group of 30 L.D. children engaged in a program of fingermath. It is expected the children in the experimental group will make significant gains when compared to the control group.

Additional analysis will be made on grade, IQ, sex, and age to determine if these factors contribute to the success of the students in the area of computational skills using fingermath.

4. Description of Anticipated Completed Product (book, published article, research report, study, document, etc.)

Data should be available on the results of the program during the latter portion of the Spring Quarter 1982. Articles, reports, monographs should follow within 6 months.

5. Projected Time Line for Activity

Academic year 1981-82.

6. Describe Future Work Anticipated in Area of this Proposal (if any).

Perhaps a replication study.

7. Funding Needed (If dollars available, what minimal support /$100-150/ would you need.)

Approximately $300 for texts and workbooks

SCHOOL OF EDUCATION

PROPOSAL FOR RESEARCH/SCHOLARLY ACTIVITY ASSIGNMENT
1981-82

FACULTY NAME _____ DEPARTMENT Educational Administration

1. Title/Topic of Proposed Activity Teaches Pupil Control-Idealogy and Teaching Effectiveness

2. Rationale for Activity (Background and importance of activity, previous personal interest, pertinent literature) (Limit to three citations, etc.)

Differences in idealogical orientations toward pupil control have been conceptualized as a continuum ranging from custodialism at one extreme to humanism at the other. A custodial idealogy stresses the maintenance of order, (distrust of students, and a puritive, moralistic approach to pupil control. A humanistic idealogy emphasizes an accepting, trustful view of pupils, and optimum concerning their ability to be self-disciplining and responsible.

A large number of studies have looked at determinants of va in educators' pupil control idealogy. What is at this time, is inquiry into the consequences of control idealogy and (behavior; i.e. investigations that take pupil control as the independent variable. In this connection, this study proposes to investigate the relationship between pupil control idealogy and teaching effectiveness.

3. Description of Project (intent of project, procedures, expected outcomes)

The principal hypothesis that will guide the study is that: Teachers who are humanistic in pupil control idealogy will be more effective than teachers who are custodial in pupil control idalogy. The rationale for this hypothesis is as follows. The nurturant, flexible, trustfull, optimistic and personalistic elements of the humanistic idealogy seem compatible with similar attributes which describe some of the basic tenets of effective teaching. At the same time, the punitive, distrustful, aloof, pessimistic and impersonal viewpoint which exemplifies the custodial idealogy seem inconsistent with the requisites for effective teaching.

A survey of the vast literature on determining teaching effectiveness supports the notions that the term is variously conceptualized and difficult to measure. The latter difficulty can probably be attributed to the former. Still, most educators would agree that a qualitative distinction can often be made between effective and patently ineffective teaching, the extremes of the continuium.

Accordingly, in order to carry out the study, a prototype description of the elements that constitute effective teaching will be drawn from the literature. It is expected that the final delineation will consist of a two to three paragraph prototype. A companion description representing ineffective teaching will also be developed. This will consist of the opposite and/or absence of the elements contained in the effective teaching prototype.

These prototypes will be presented to administrative and supervisory personnel in three large school districts. The charge will be to identify teachers in each of the districts whose teaching closely approximates that described by the two prototypical profiles. Those teachers nominated will be contacted by mail and asked to complete the Pupil Control Ideology (PCI) Form. The exact purpose of the study will be veiled in the cover letter and it will appear that participants were randomly selected. To analyze the data, a t-test will used to compare the PCI scores of the "effective" and "ineffective" teachers as a test of the hypothesis.

4. **Description of Anticipated Completed Product (book, published article, research report, study, document, etc.)**

The study will result in a research report which will be submitted for publication in a journal.

5. **Projected Time Line for Activity**

One year, including report.

6. **Describe Future Work Anticipated in Area of this Proposal (if any).**

The research could be expanded by examining the relationship between Pupil Control Behavior and teaching effectiveness.

7. **Funding Needed (If dollars available, what minimal support /$100-150/ would you need.)**

$150-$200

ATTACHMENT C

PROFESSIONAL SERVICE UNITS

Any study of continuing education, public service activities, professional service units, or the like must first provide some parameters for activities lumped under these categories.

On the statistical reports required for submission by the BHE, Extension and Public Service is defined as

> ...assigned activities performed for off-campus or non-University groups. Examples are: (1) Adult education, secondary and elementary classes, contract training programs, institutes, conferences, clinics, and sub-collegiate-credit programs, however sponsored. (2) Assigned community and business consultant services, clinical and educational services, services to professional and special interest groups. (3) Assigned, printing, editing, publishing, news media services, radio and television services, and (4) Other assigned similar activities where elements of public service and relations are involved. Do not report activities for which compensation, beyond appointment salary is received. All non-assigned activities of this nature should be reported under non-University Professional Activities.

A study document of the University of Illinois made the following differentiation between continuing education and public service:

> Continuing education and public service consist of the activities through which the university achieves external institutional purposes by directly serving the people of the state in ways other than resident instruction and research.
>
> Continuing education typically provides educational service to adults for whom the student role is secondary and is typically delivered in the setting the adult works or lives. Continuing education may include extension courses, residential workshops, short courses, tutoring, computer based instruction, and supervised independent study.
>
> Public service includes those activities in which university personnal render advice and consultation, and engage in study and research with external individuals, groups, and institutions to further institutional goals. Public service activities include advice to governmental agencies, institutions, groups, and individuals.

The continuing education and public service may do so to public and private groups and may or may not receive compensation. If the service is performed outside the university structure, it is included only if it is designed primarily to achieve university objectives. This excludes those activities faculty members may engage in as a part of their own public responsibility as citizens and neighbors.

These definitions differ little except in the emphasis in the statistical report form on the assigned nature of the activity. Also, the statistical report would not include any credit producing activity under its "Extension and Public Service" heading.

When the issue of increased public service activity by faculty is suggested, the immediate query concerns what effect this will have on credit hour production and the subsequent dollar allocations by the BHE.

In extensive discussion with the Office of Institutional Research at SIU-E the following points were emphasized:

1. Credit hour production, while important, is not the sole criteria for dollar allocations. Recent history indicates that budget reductions have not matched decreases in credit hour production. Obviously, other factors must be included.
2. Public service, if properly documented, is a definitely defensible allocation of faculty time and dollars.
3. Professional service units or any other unit intended to serve as an equivalency to instructional units are not necessary at this time for external purposes. Such units can, however, have a purpose for internal management purposes.

The need for some equivalency measure, whether for statistical report completion or not, is still necessary when trying to determine the relationship between public service, continuing education, and faculty load.

Several systems are either being currently used or contemplated. At the University of Illinois, the following system is used for non-credit instruction:

a. Eight clock hours of involvement by a participant are to equal 1/6 of an instructional unit. This formula does not include public service not related to instruction.

b. Eight 6-hour days would equal one 4 credit hour class.

It is assumed that this credit hour equivalency system would be translated to faculty load.

At SIU-E, the following approach has been suggested for use by the School of Education:

a. Public service not related to instruction would be considered as part of a faculty member's professional responsibility, but would not be counted as part of faculty load or be included on the statistical report.

b. Compensated consultancies would not count toward load or be included on statistical reports.

c. Activities developed by the School and done on assignment by department would be counted toward load. For each contact hour of non-credit instruction, the faculty member would receive a Professional Service Unit (PSU). For each 40 PSU's the faculty

member would be entitled to released time equivalent to the teaching of a course. The PSU's would be accumulated with no time limit on their usage. It is quite possible that the accumulation could take several years for some faculty and that other faculty would never accumulate enough PSU's for released time.

It is assumed that preparation time for non-credit instruction is equivalent to preparation for regular instruction. For this reason, no credit for preparation is included in the PSU determination. Travel time is also not included. Travel is reimbursed using official travel guidelines.

d. Assigned non-instructional activities such as IGE coordinator, School representative to the North Central Association, etc., are negotiated individually for load equivalencies.

These load equivalencies would be reported on statistical reports in the "Extension and Public Service" area. The documentation would be readily available for justification of the percentages used on the report.

DB:mb
April 12, 1977

ATTACHMENT D

PROJECT PACT

(Professors and Classroom Teachers)

The School of Education at SIUE is initiating a program designed to:

1. Provide public schools with University faculty expertise to work on needs/ problems by the school personnel.

2. Provide University faculty with elementary and seconda y school experiences designed to update the professional competencies of the faculty.

3. Emphasize the role of the University as a partner with professional educators in the schools of southwestern Illinois.

To accomplish these objectives, the School of Education will:

1. Communicate directly with educational service region superintendents, district superintendents, and other area educators to share the information concerning the PACT program.

2. Work closely with local school districts through the office of the educational service region superintendents to identify requests for assistance from local schools, administrators, and teachers.

3. Describe the knowledge and skills of interested faculty members so that school personnel can identify individuals from whom they can receive services.

4. Meet on a regular basis with each regional superintendent to evaluate and to determine ways of increasing the effectiveness of PACT.

Potential faculty assignments through the PACT program could include:

1. Working with curriculum committees in revising curricula, selecting textbooks, developing assessment tools, etc.

2. Assisting districts in developing state mandated "comprehensive assessment" programs.

3. Teaching a section of a class for a specified period of time.

4. Working with district administrators in revising policy manual.

5. Working with school business manager in assessing financial procedures.

6. Working with an individual teacher on a problem identified by that teacher.

Characteristics of the assignment would include:

1. Specific description of activity to be undertaken by faculty member.

2. Specified times for interaction.

3. Plan for evaluating the PACT activity.